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THE STATUS OF HISTORY TEACHING IN THE HIGH SCHOOLS OF KANSAS

ENROLMENT AND PREPARATION OF TEACHERS

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Sources of information are: (1) *State High-School Directory* issued by School of Education, University of Kansas (1911-12); (2) *State High-School Directory* (1912-13); (3) Data on enrolment from records of *High-School Visitor*, University of Kansas (1912-13). On account of difficulty of getting specific information for a directory, allowance must be made for some small inaccuracies.

I. *Enrolment in subject enrolments, not pupils.* (Some pupils are probably enrolled in two or more subjects.)

A. Courses according to number enrolled.

1. Greek and Roman.....	7,092
2. Mediaeval and Modern.....	3,318
3. American.....	3,412
4. Civics.....	2,887
5. English.....	690
6. Economics.....	659

The first great drop in enrolment, between Greek and Roman, and mediaeval and modern, leaves enrolment for the latter less than half the former. This is owing largely to four causes: the decrease in high-school enrolment between the Freshman and Sophomore years; the traditional place of Greek and Roman history in the high-school curriculum; the greater number of electives offered in the Sophomore and Junior years; and the lack of teachers prepared to handle mediaeval and modern history.

The enrolment in United States history shows an increase over that of mediaeval and modern. Among the reasons for this are: the nature of the course itself—our national history; its requirement in normal training and often in college preparatory and other courses.

On account of its bearing on citizenship and its requirement in normal training, civics compares favorably in enrolment with mediaeval

and modern history. It is a deplorable fact that a course which trains directly for citizenship should not invite as heavy enrolment as does ancient history. As a prominent educator remarks, we are still putting our stress in some directions on making good Romans rather than good Americans.

The enrolment in English history is comparatively very low. The fact that English history is included in mediaeval and modern is probably largely responsible for this.

Economics enrolls the smallest number of the group. It is one of the newer subjects in the Kansas high-school curriculum, and is perhaps still in the experimental stage. It is becoming established and is justifying its place in most of the schools where it has been given a fair trial. Schools in the Kansas State High-School Debating League are finding it popular and very helpful in connection with this work. Its immediate connection with the present industrial and economic age, it would seem, should cause it to be received with increasing favor. Contrary to what one might expect, of the 659 enrolled in economics, 349 were girls and 310 boys.

Summary of enrolment in history group:

Boys.....	7,433
Girls.....	10,425
Total.....	17,858

Of the high-school enrolment in the state 14.1 per cent of the work of boys and 13.7 per cent of the work of girls is in the history group; this is 14 per cent or $\frac{1}{7}$ of all the high-school work.

The high-school subject groups ranked according to enrolment are: English, mathematics, foreign language, vocational subjects, history, science. There is an average throughout the different groups of about 3,000 more girls than boys. History holds its own in this respect. This would seem to promise well for woman suffrage.

II. *Preparation of teachers.*

What quality of instruction is offered in this 14 per cent of the high-school work?

A. Number of teachers of history.

1911-12.....	420
1912-13.....	448

(Discussion based on 1911-12 *Directory*. The later *Directory* not off the press in time for use.)

B. Distribution according to work.

1. Departments—41 teaching history only.

Superintendents and principals teaching only one or two classes are included in this number.

2. Combinations with other subjects.

History is combined with 27 other subjects numbering from one to five additional subjects per teacher.

History combines with a single subject 127 times

“ 2 subjects 164 times

“ 3 “ 76 “

“ 4 “ 12 “

“ 5 “ 1 time

The most common combinations are:

With languages 285 (English included)

“ science 182

“ mathematics 121

“ normal training 85 (Importance of last combination is greatly increased by the teaching work of superintendents and principals.)

History combines with English 149 times

“ mathematics 121 “

“ Latin 94 “

“ physics 51 “

“ psychology 43 “

“ German 39 “

“ botany 39 “ etc.

C. Degrees

Of 420 teachers 255 have degrees—that is, 60.7 per cent.

These degrees are from 60 different schools as follows:

University of Kansas..... 81

Baker University..... 23

Washburn College..... 13

College of Emporia..... 13

Kansas State Agricultural College..... 12 (11 are B.S.)

Kansas Wesleyan..... 10, etc.

Thirty-two of the above 255 are Master's degrees, or 12.5 per cent.

D. Special training for teaching history.

(Based on 1912-13 *Directory* material.)

Of the 448 teachers of history in the high schools of Kansas for 1912-13, 221 had prepared to teach history; the remaining 227, or 46 per cent, have no special preparation for the teaching of history; 152 prepared to teach history but are teaching something else.